If I had to describe this course with one word, it would undoubtedly be “design.” From beginning to end, lessons heavily focused on crafting our ideas into well-articulated thoughts. By analyzing and piecing together both fact and opinion, it became much easier to find where our individual thoughts and ideas fit into the bigger picture. Beyond good research and writing practices, perhaps the most important concept was effective communication. Being a class of engineers, many of us were likely exposed to common climate science before the start of the course. Despite this however, and likely due to the fact that we are engineers and not English majors, there was much room for growth in our ability to communicate our knowledge about the subject. And for most, there was much growth in this area.

One question we were faced with throughout the semester was, “what are the most immediate and important concepts about climate change for ourselves and our peers to understand?” After an analysis of a broad set of viewpoints I can say with some degree of confidence three things about climate change. First, the problem is not as much identifying what is causing it as much as it is coming up and implementing a tenable solution. For example, the burning of fossil fuels is a major contributor to the recent rise in global temperatures. Actually solving this problem, however, is not as simple as banning fossil fuel use. The livelihood of billions of people rely heavily on fossil fuels, and their sudden elimination would wreak havoc on billions of lives. Second, it is not too late to solve the problem. While the task is certainly daunting and in many ways overwhelming, we still have time to deliberate and design a win-win solution. Third, we have already made significant progress toward a net zero carbon emissions world.

Additionally, we practiced soft skills that will be lucrative to our success as engineers. We practiced peer revision, which will help us collaborate better in our engineering clinic classes and on the job. We practiced analyzing a broad range of viewpoints and perspectives to find where we fall on the spectrum of ideas. Thirdly, we practiced researching topics from both academic and mainstream sources. In doing so, we were able to pull out relevant information and design better thought out arguments supported by evidence.

On Paper 1, I only made one large change to the structure of the paper. The most challenging portion was trying to balance precision, concision, and elaboration. And in the case of my response to Kallis’s *The Degrowth Alternative*, I wanted to avoid writing an elaborate criticism of socialism. For this reason, I rewrote a portion of a paragraph and even included the statement “without going into a deep criticism…” Perhaps the most prominent issue, however, was an abundance of mechanical errors. I must have gotten distracted a lot while writing, because the number of missing words and sentence fragments was unforgiveable. Luckily, I (hopefully) worked all of them out, and I am happy with the final submission.

Paper 2, on the other hand, did not have as many grammatical or structural errors. Most of my revisions were very minor and included adding small amounts of background information and context. On the whole, I believe that the relatively few errors made in my second paper is evidence that my writing abilities improved throughout the semester. Looking back, I have been able to improve my articulation skills and design more well-thought out solutions.